

SKIPPERS HILL MANOR PREPARATORY SCHOOL

Policy for Provision for Able, Gifted and Talented Pupils, including scholars



Skippers Hill Manor
Preparatory School

Every teacher is a teacher of every child or young person, including the more able.

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School Setting

Skippers Hill Manor Preparatory School is a co-educational non selective independent Preparatory School from pupils of the age of 2 to 13 years.

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

Beliefs and Values about Most Able Children

At Skippers Hill Manor Preparatory School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for More Able Pupils and scholars (see below)
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

Definition

The More Able child is usually defined as being in the top 10% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level significantly above their peers - at least 3-4 terms ahead of National Expectation
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Identification

Pupils who have been identified as most able, are included on the More Able/Scholars register.

The following list indicates that Skippers Hill Manor Preparatory School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Test results (CAT 4) and other assessments (end of year and end of Key Stage Tests)
- A standardised score of 120+ (i.e. 90th% and above) in tests

- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school (e.g. playing county level sport or performing in a professional production)

In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

Whole School Approach to G&T Support

Skippers Hill Manor Preparatory School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Skippers Hill Manor Preparatory School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where appropriate, clear strategies and opportunities for extending the more able will be embedded in normal practice through differentiation.

The class or subject teacher remains responsible for working with the pupil. The SENCo /G&T Co ordinator will support the main class/subject teacher in the further assessment of the pupil's particular strengths and advising on the implementation of any intervention.

The effectiveness of interventions and their impact on the pupil's progress is reviewed at staff meetings.

Monitoring and Evaluation and Success

The S.L.T. and teaching staff will review this policy bi-annually and will evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils

- noting how well most able pupils have access to the whole curriculum of the school
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Criteria for Exiting the Register

Following the review process, pupils can exit the more able register either for a period of time or permanently.

Working with Pupils and Families

Through parent consultations and reports, parents are kept informed and involved when children with particular strengths are identified. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development as part of their ongoing appraisal. A programme of INSET supports staff development in this area.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with members of the SLT to explain the systems and structures in place around the school's More Able provision and practice, and to discuss the needs of individual pupils.

Responsibilities

Class teachers are responsible for ensuring that pupils with particular strengths are referred to the co-ordinator and for providing opportunities through the curriculum and lessons for extension work.

There is a designated member of the SLT who is responsible for the Most Able, Gifted and Talented, including scholars. Responsibilities include:

- compiling and managing the gifted and talented/scholars register
- overseeing the day-to-day operation of the school's gifted and talented policy
- co-ordinating provision for more able pupils
- overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work; reviewing lessons and coaching through video analysis
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- advising / liaising / managing the deployment of TAs
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.

- liaising with and advising parents of more able pupils
- in consultation with the S.L.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Storage and Management of Information

The school will continue to use the system of support plans to record the steps taken to meet the needs of individual pupils, where appropriate. The AGT Co-ordinator is responsible for ensuring that records are kept and are available when needed, in line with the school's GDPR policies. These are available to share with parents in review meetings and parent consultations.

All staff members have access to individual information via the school system. P

Accessibility

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Skippers Hill Manor Preparatory School, pupils are taught through a combination of differentiated, mixed-ability classes or set by ability depending upon the needs of any particular year group. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

Development of Thinking Skills

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in everyday lessons. The following higher order thinking skills are acknowledged at Skippers Hill Manor Preparatory School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing

Support Services and External Providers

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics

- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Skippers Hill Manor Preparatory School, support services have included external coaches and specialists in sport, the creative arts and performance. Specialists from local senior schools and parents with specialist knowledge have also been utilised to provide opportunities for the more able.

Extra Curricular Activity

Skippers Hill Manor Preparatory School offers a variety of extracurricular activities that provide opportunities for More Able Pupils to develop specific skills, alongside a specific Enrichment programme within the curriculum.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure, available on the school website:

<http://www.skippershill.com/admissions/policies-and-procedures/>

Bullying

At Skippers Hill Manor Preparatory School, steps are taken to ensure and mitigate the risk of bullying of Most Able learners. (See Anti-Bullying Policy on the school website:

<http://www.skippershill.com/admissions/policies-and-procedures/>)

Scholars program policy

Purpose

The purpose of this policy is to ensure that all children who are showing signs of being potential senior school scholars are being given the offered the correct provision to allow them to achieve their potential.

This policy will provide a framework and process to support those who we deem to be potential scholars to achieve to the best of their ability and show their full potential. We are aiming for these children to be in the best possible position to achieve a scholarship at their senior school of choice.

At Skipper's, we will identify those children who are working beyond their age range across the curriculum. Once identified, the children will be given the additional support, enrichment and extension of both their scholarship subject and of the wider curriculum. This will be done both in and out of the curriculum time. This nurturing and cherishing of the individual needs will allow for greater development and give the children a greater opportunity to achieve a place at their chosen senior school. Those children who are identified as potential scholars will then be given targeted support to allow them to best achieve their aims.

Skipper's will receive the support of the child and the family in ensuring that the expectations are being met. As a valued member of the Skipper's community, the scholar will represent the school at as many opportunities as possible.

Discussions with our feeder senior schools

We are aware that the requirements of the senior schools to which we feed are slightly different. In order to meet these expectations, this framework has been written after discussion with these schools and combines a number of features of the schools. The main finding from these discussions is that we should encourage a student to be a well-rounded child who is not just focussed on pursuing one strand of the curriculum, or indeed one sport, but is able to use transferable skills and develop their reasoning through wider reading and exploration. All of the schools with which we meet have stated that the children should take an interest in their chosen subject beyond the expectations of the curriculum.

The extension of the children's learning will be based on CASE curriculum and discussion with the senior school to give the children have the best possible opportunity to successfully gain a scholarship. Each senior school will have slightly different requirements, so we will endeavour to tailor the provision dependent upon the school and type of scholarship applied for.

Monitoring progress and Evaluating Success

The SLT and MLT at Skipper's Hill Manor Preparatory School will establish the extent to which standards (e.g. measured by CATs, PTs, P*A, 11+ and 13+ CE results) have improved across groups of pupils who have been identified as possible scholars by:

- Comparing baseline data with the data collected at the assessment points
- Reviewing pupils' progress in relation to the targets set

- Taking account of other factors that may have affected progress
- Noting how well pupils who have been identified as potential scholars are accessing additional opportunities
- Ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- Ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met
- Communicating clearly with senior schools, parents and children

We will identify children who are showing signs of resilience, adaptability, curiosity and positivity, as well as other traits of our effective learner profile. The data presented throughout the year will help us to identify children who are academic scholar material. We will look to identify children who are scoring < 120 on the relevant CAT scores and linked Progress Tests and this data should be in line with the data shown on P*A.

Through discussions with the children and their parents, we will be able to ensure that they access as many of the opportunities that we can provide for them.

There will be subjects which will require more teacher judgement (art, dance, drama, sport), these subjects will be discussed with the subject teachers and the Director of Studies.

When parents have made a decision as to which senior school they will be applying to, conversations will then take place with the Headmaster to ensure that the child is suitable for a scholarship application. This will then be discussed with the Director of Studies to begin the timetabling of additional sessions.

Opportunities available at Skippers Hill

The child will receive access to additional opportunities outside of the curriculum as well as specialized instruction in the chosen subject. This information will be recorded and managed by the subject specialist and the Director of Studies. Children will have the opportunity to put together a Curriculum Vitae or portfolio with the support of the Director of Studies and a subject teacher. This will allow the scholars to put forward a strong application to senior schools as well as understanding the skills needed to put together a strong CV.

Additional opportunities with Skippers Hill

- Reading lists (written in conjunction with the subject teachers)
- Extra curricular activities timetable
- Enrichment program
- Subject-specific sessions with subject teachers
- Access to workshops and guest speakers
- Sessions run in affiliation with local Senior Schools

Appendix A - Expectations of Scholars

This will work as an agreement between the child that we offer a scholarship to and the parents. It is our responsibility to offer additional provision for the children to whom we offer scholarships. Communication from staff

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will be directed to the children and the parents will be cc'd into emails. The focus must be on their personal development and not on the parental pressure.

Children who are deemed to be potential senior school scholars will

- Contribute to school life outside of the classroom
- Have a positive attitude towards learning and showcase the Effective Learner profile attributes. Especially in their scholarship subject
- Be an ambassador for the school
- Have a proactive attitude towards school events, trips and additional opportunities offered
- Become a positive role model for other children

The family of the potential scholar will

- Actively encourage and support the needs of their child to ensure they fulfil the purpose of the award they have been offered
- Be positive ambassadors of the School and act respectfully to all members of the School community

Signed: Matthew Minister

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